



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6534 N 63rd Ave, Glendale, AZ 85301

Glendale Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Underperforming
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Dr. Rick L. Alvarez  
 Schedule : 07:30 AM to 03:00 PM  
 Grades : K-5  
 Web Address : www.gesd40.org  
 Phone Number : (623) 842-8230  
 Fax Number : (623) 842-8333  
 E-mail : ralvarez@gesd40.org

### Mission

Success in meeting student achievement goals involves effective instruction from dedicated teachers and staff. In order for students to be successful, they must commit to their own learning and receive support from the entire Smith School Community.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Not Met
2003-04	Not Met

#### School Improvement Status (b)

2005-06	SI Year 2
2004-05	SI Year 1
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Smith School will increase schoolwide achievement for all students in reading by 21% over three years (2004-07) as indicated in yearly benchmarks measured by the AIMS D.P.A. and TerraNova
- ü Smith School will facilitate increased student achievement through schoolwide implementation of a standards-based, data-driven approach to instruction with a focus on reading.
- ü Smith School will increase schoolwide achievement for all students in math by 21% over three years (2004-07) as indicated in yearly benchmarks as measured by the AIMS D.P.A. and TerraNova
- ü Smith School will facilitate increased student achievement through schoolwide implementation of a standards-based, data-driven approach to instruction with a focus on literacy and mathematics

### Enrollment

October 1, 2005 School Year Student Enrollment : 925  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

## Instructional Programs

- Literacy First Reading Program
- Structured Immersion Operational Protocol
- Scott Foresman Basal Reading Series
- Two Hour & Twenty Minute Reading Block
- Adult ESL Classes
- Gifted Strand Classrooms
- In School Intervention Program
- Twenty First Century Afterschool Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/1/2005
Last Day of School :	6/7/2006

## Shared Responsibilities

### School

Provide a healthy and safe environment; provide effective instruction; ensure student achievement and communicate student progress. As they commit to their learning, students must receive support from the entire Smith Community.

### Parents

Send their child to school daily, monitor their study time at home, instill an appreciation for their child's education, keep in touch with their child's teacher and work together with staff in providing a safe learning environment for all students.

## Transportation Policy

With the exception of some students enrolled in two self-contained special education program, none of Smith School's students receive transportation services.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
• Scholastic Bowl Winner	1998
• Fulbright Teacher Recipient	1998
• Student District Spelling Bee Winner	2000
• Student Selected for ASU Programs for Talented Youth	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	149	1566	80010	100	100	99	416	428	447	31	19	10	26	26	18	38	48	53	5	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	766	38935	100	99	99	415	427	447	30	19	9	26	25	19	38	48	55	5	8	17
Male	76	799	40974	100	100	98	418	428	448	32	18	11	25	27	18	38	47	52	5	8	19
African American	NC	143	4201	NC	100	99	NC	415	430	NC	27	17	NC	27	23	NC	43	51	NC	2	9
Hispanic	128	1099	34545	100	100	99	419	426	432	29	19	14	24	26	24	41	49	53	5	6	9
Asian/Pacific Islander	--	39	2068	--	100	99	--	445	474	--	15	4	--	23	10	--	28	50	--	33	36
American Indian/Alaskan Native	NC	34	3979	NC	94	96	NC	426	424	NC	15	17	NC	32	30	NC	44	47	NC	9	6
White	NC	249	35142	NC	99	99	NC	443	465	NC	12	5	NC	26	11	NC	46	56	NC	16	28
Students with Disabilities	20	213	10161	100	100	93	382	396	419	55	43	28	35	35	28	10	22	36	NA	0	8
Students without Disabilities	129	1353	69849	100	100	100	420	432	451	27	15	7	24	24	17	43	52	56	6	9	19
Limited English Proficient Students	95	608	14013	97	96	97	412	421	413	33	22	24	24	26	34	42	47	39	1	4	3
Migrant Students	12	38	603	100	97	96	416	423	417	42	21	22	17	29	32	33	42	42	8	8	4
Economically Disadvantaged	141	1243	39029	99	98	98	416	424	432	31	20	14	25	27	25	38	47	52	6	6	9
Non-Economically Disadvantaged	NC	323	40981	NC	100	100	NC	441	462	NC	12	6	NC	23	13	NC	49	54	NC	16	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	149	1565	79438	100	100	98	419	425	451	26	22	9	30	32	24	41	42	56	3	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	766	38775	100	99	99	420	431	457	19	18	7	34	31	22	44	46	58	3	5	13
Male	76	798	40560	100	100	97	417	420	446	33	26	12	25	32	25	38	39	54	4	3	9
African American	NC	142	4178	NC	100	98	NC	416	439	NC	25	13	NC	38	29	NC	36	52	NC	1	6
Hispanic	128	1099	34297	100	100	98	421	422	434	25	24	14	30	32	31	42	41	50	3	3	5
Asian/Pacific Islander	--	39	2063	--	100	99	--	441	475	--	5	3	--	38	15	--	49	63	--	8	20
American Indian/Alaskan Native	NC	34	3940	NC	94	95	NC	425	429	NC	15	14	NC	44	36	NC	35	47	NC	6	3
White	NC	249	34887	NC	99	98	NC	443	471	NC	18	4	NC	22	15	NC	51	63	NC	10	18
Students with Disabilities	20	211	9588	100	99	88	374	374	416	40	64	30	35	25	32	25	10	34	NA	0	5
Students without Disabilities	129	1354	69850	100	100	100	423	432	456	24	16	7	29	33	23	43	47	59	4	4	12
Limited English Proficient Students	95	609	13856	97	96	96	415	415	407	27	27	27	28	34	43	43	38	29	1	1	1
Migrant Students	12	38	600	100	97	96	427	423	418	33	24	22	25	37	38	42	37	39	NA	3	2
Economically Disadvantaged	141	1242	38685	99	98	97	419	421	435	26	24	14	28	33	32	43	41	50	3	3	5
Non-Economically Disadvantaged	NC	323	40753	NC	100	99	NC	441	467	NC	16	5	NC	25	16	NC	50	62	NC	9	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	149	1564	79971	100	100	99	389	398	423	17	13	8	54	51	41	28	35	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	768	38974	100	99	99	401	412	437	15	9	5	45	45	33	38	45	57	1	1	4
Male	76	795	40895	100	100	98	378	385	410	18	17	10	63	57	47	17	26	41	1	1	2
African American	NC	142	4203	NC	100	99	NC	397	411	NC	11	11	NC	60	45	NC	28	43	NC	1	2
Hispanic	128	1097	34481	100	99	99	394	397	410	14	14	10	55	50	46	29	36	43	2	1	1
Asian/Pacific Islander	--	39	2067	--	100	99	--	399	449	--	13	4	--	46	28	--	41	60	--	NA	8
American Indian/Alaskan Native	NC	34	3995	NC	94	96	NC	395	409	NC	15	10	NC	47	47	NC	38	42	NC	NA	1
White	NC	250	35150	NC	100	99	NC	403	437	NC	13	5	NC	51	35	NC	35	56	NC	1	5
Students with Disabilities	20	214	10258	100	100	94	338	344	377	30	36	23	45	53	51	25	10	25	NA	NA	1
Students without Disabilities	129	1350	69713	100	100	100	395	406	429	15	10	5	56	50	39	28	39	52	2	1	3
Limited English Proficient Students	95	607	13985	97	96	97	387	387	382	16	18	18	58	49	54	24	32	27	2	1	0
Migrant Students	12	38	608	100	97	97	399	389	389	8	16	16	67	55	50	25	29	33	NA	NA	0
Economically Disadvantaged	141	1243	38994	99	98	98	390	395	409	16	14	10	55	51	47	28	34	41	1	0	1
Non-Economically Disadvantaged	NC	321	40977	NC	100	100	NC	409	437	NC	11	5	NC	48	34	NC	39	56	NC	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	1550	80147	97	100	99	436	458	482	34	21	11	30	25	17	29	43	49	7	12	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	757	39281	97	100	99	437	458	483	30	19	9	37	27	17	24	43	50	9	11	24
Male	67	792	40780	97	100	98	434	457	482	39	22	12	22	23	17	34	43	48	4	12	24
African American	NC	143	4249	NC	100	99	NC	448	464	NC	26	17	NC	24	22	NC	43	48	NC	8	13
Hispanic	123	1083	33494	97	100	99	437	454	466	34	23	15	29	26	23	30	41	49	7	10	14
Asian/Pacific Islander	NC	37	2103	NC	97	99	NC	488	515	NC	14	4	NC	11	8	NC	46	44	NC	30	45
American Indian/Alaskan Native	NC	35	4117	NC	97	96	NC	466	456	NC	9	19	NC	23	27	NC	60	46	NC	9	8
White	NC	251	36122	NC	100	99	NC	473	501	NC	13	5	NC	22	10	NC	46	50	NC	20	35
Students with Disabilities	14	220	10295	100	100	92	387	423	443	79	52	33	14	22	26	7	20	33	NA	5	8
Students without Disabilities	123	1330	69852	97	100	100	441	463	488	29	16	7	32	25	16	32	46	51	7	13	26
Limited English Proficient Students	72	521	12722	90	95	97	431	442	441	42	30	27	24	29	33	29	35	37	6	6	3
Migrant Students	NC	22	622	NC	100	97	NC	444	454	NC	23	19	NC	41	30	NC	27	43	NC	9	8
Economically Disadvantaged	131	1192	38371	97	99	97	436	452	465	34	24	15	30	26	23	29	41	49	7	9	13
Non-Economically Disadvantaged	NC	358	41776	NC	100	100	NC	476	498	NC	11	6	NC	20	11	NC	50	49	NC	19	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	1551	79686	97	100	98	425	444	470	39	22	11	34	35	24	26	40	57	1	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	757	39163	97	100	99	429	449	475	31	18	9	40	35	22	27	43	60	1	3	10
Male	67	793	40438	97	100	97	422	439	465	48	26	13	27	35	25	24	37	54	1	2	7
African American	NC	142	4228	NC	100	98	NC	441	458	NC	23	15	NC	36	28	NC	40	53	NC	1	4
Hispanic	123	1083	33299	97	100	98	425	439	452	40	25	17	35	37	32	24	36	47	2	2	3
Asian/Pacific Islander	NC	37	2097	NC	97	99	NC	459	490	NC	19	5	NC	22	13	NC	54	68	NC	5	14
American Indian/Alaskan Native	NC	35	4087	NC	97	96	NC	451	446	NC	9	16	NC	43	38	NC	43	44	NC	6	2
White	NC	253	35914	NC	100	98	NC	462	489	NC	13	5	NC	27	15	NC	54	67	NC	6	14
Students with Disabilities	14	222	9808	100	100	87	394	408	432	57	56	35	29	26	32	14	17	30	NA	1	3
Students without Disabilities	123	1329	69878	97	100	100	429	450	475	37	17	8	34	36	23	27	44	61	2	3	9
Limited English Proficient Students	72	521	12594	90	95	96	417	425	422	46	36	34	36	39	45	17	24	21	1	1	0
Migrant Students	NC	22	611	NC	100	95	NC	433	439	NC	27	22	NC	41	39	NC	32	37	NC	NA	2
Economically Disadvantaged	131	1191	38095	97	99	97	425	439	452	40	25	17	34	37	32	24	37	48	2	2	3
Non-Economically Disadvantaged	NC	360	41591	NC	100	99	NC	461	486	NC	14	6	NC	29	16	NC	51	65	NC	6	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	1544	80372	95	100	99	427	458	475	13	6	4	57	41	30	30	53	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	757	39452	96	100	99	435	469	488	12	4	3	54	34	22	35	62	72	NA	1	3
Male	65	786	40836	94	100	98	419	447	464	14	8	6	60	48	37	25	44	56	2	1	1
African American	NC	142	4264	NC	100	99	NC	456	465	NC	6	5	NC	42	35	NC	51	59	NC	2	1
Hispanic	120	1076	33608	94	100	99	429	455	462	12	6	6	56	43	36	32	51	57	1	0	1
Asian/Pacific Islander	NC	36	2098	NC	95	99	NC	467	500	NC	11	2	NC	17	16	NC	69	75	NC	3	7
American Indian/Alaskan Native	NC	35	4128	NC	97	97	NC	468	464	NC	3	4	NC	29	39	NC	69	56	NC	NA	1
White	NC	254	36213	NC	100	99	NC	468	489	NC	4	2	NC	38	22	NC	58	72	NC	1	3
Students with Disabilities	14	221	10526	100	100	94	397	409	427	21	18	15	64	63	53	7	19	31	7	0	1
Students without Disabilities	120	1323	69846	94	100	100	430	465	482	12	4	3	56	37	26	33	59	69	NA	1	2
Limited English Proficient Students	69	513	12747	86	94	97	412	439	432	19	10	12	57	49	52	23	41	36	1	0	0
Migrant Students	NC	21	621	NC	95	97	NC	441	452	NC	5	9	NC	67	40	NC	29	51	NC	NA	0
Economically Disadvantaged	128	1183	38521	95	98	98	429	453	461	12	6	6	56	43	38	31	50	55	1	0	1
Non-Economically Disadvantaged	NC	361	41851	NC	100	100	NC	472	489	NC	4	3	NC	32	22	NC	63	72	NC	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	1433	79306	100	100	99	465	478	504	37	26	13	24	28	20	36	38	49	3	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	711	38845	100	100	99	468	478	505	32	23	11	27	30	20	37	40	50	4	7	18
Male	61	721	40383	100	100	98	461	477	504	43	29	14	21	26	19	34	36	47	2	10	19
African American	11	121	4171	100	100	98	447	466	485	55	35	20	27	28	26	18	35	44	NA	2	10
Hispanic	113	985	32673	100	100	99	465	474	487	36	28	18	26	29	25	35	36	46	3	7	10
Asian/Pacific Islander	NC	37	2147	NC	95	99	NC	497	539	NC	11	5	NC	30	10	NC	43	46	NC	16	40
American Indian/Alaskan Native	--	16	4034	--	100	97	--	460	479	--	44	22	--	25	29	--	31	43	--	NA	7
White	NC	274	36234	NC	100	99	NC	494	523	NC	16	6	NC	23	13	NC	46	52	NC	15	28
Students with Disabilities	11	203	10286	100	100	91	414	437	462	100	66	41	NA	19	27	NA	14	27	NA	1	5
Students without Disabilities	121	1230	69020	100	100	100	469	484	510	31	19	9	26	29	18	39	42	52	3	10	21
Limited English Proficient Students	88	489	10291	98	96	96	464	462	458	39	36	38	26	33	34	32	28	26	3	3	2
Migrant Students	NC	22	630	NC	100	95	NC	473	478	NC	27	24	NC	36	27	NC	27	43	NC	9	6
Economically Disadvantaged	120	1078	37437	98	98	97	463	472	486	38	29	19	23	29	26	36	35	46	3	6	9
Non-Economically Disadvantaged	12	355	41869	100	100	100	478	495	521	25	16	7	33	25	14	33	45	51	8	15	27

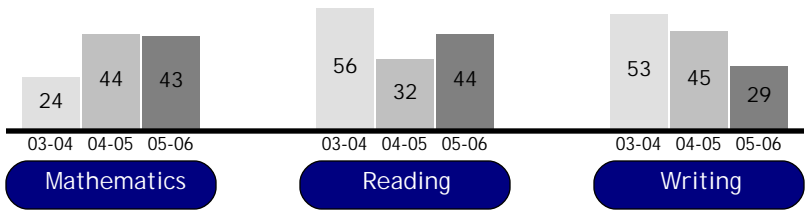
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	133	1437	79000	100	100	98	448	464	489	29	21	10	41	33	24	30	43	58	1	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	713	38774	100	100	99	454	468	494	21	17	7	45	33	22	34	46	61	NA	3	10
Male	62	723	40150	100	100	98	441	460	485	37	25	12	35	32	25	26	39	55	2	3	8
African American	11	121	4153	100	100	98	441	463	476	36	19	13	36	41	30	27	37	53	NA	2	4
Hispanic	113	987	32508	100	100	98	448	459	472	29	24	15	39	34	33	32	41	49	NA	1	3
Asian/Pacific Islander	NC	38	2142	NC	97	99	NC	476	510	NC	8	4	NC	42	14	NC	42	67	NC	8	16
American Indian/Alaskan Native	--	16	4016	--	100	96	--	461	467	--	31	14	--	19	37	--	50	46	--	NA	2
White	NC	275	36135	NC	100	98	NC	482	508	NC	14	4	NC	25	14	NC	53	67	NC	8	15
Students with Disabilities	11	207	9991	100	100	88	389	424	449	100	60	33	NA	26	36	NA	14	29	NA	1	2
Students without Disabilities	122	1230	69009	100	100	100	453	471	495	22	15	6	44	34	22	33	48	62	1	3	10
Limited English Proficient Students	89	489	10199	99	96	95	444	446	439	33	33	35	40	39	47	27	28	18	NA	0	0
Migrant Students	NC	22	629	NC	100	95	NC	453	457	NC	27	22	NC	41	41	NC	32	37	NC	NA	1
Economically Disadvantaged	120	1082	37234	98	99	97	448	459	472	28	24	15	42	34	33	30	40	50	NA	2	3
Non-Economically Disadvantaged	13	355	41766	100	100	99	450	480	505	31	13	5	31	28	16	31	52	65	8	7	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	1432	79611	100	100	99	462	484	496	18	10	7	44	39	37	38	50	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	713	39016	100	100	99	480	499	511	11	7	4	45	32	29	44	61	66	NA	0	1
Male	60	718	40519	98	99	98	440	469	482	27	14	10	42	47	44	32	39	46	NA	NA	0
African American	10	121	4188	91	100	98	NA	484	486	NA	12	9	NA	42	40	NA	46	50	NA	NA	0
Hispanic	113	983	32855	100	99	99	466	481	481	17	10	10	43	41	43	40	49	47	NA	0	0
Asian/Pacific Islander	NC	38	2149	NC	97	100	NC	488	519	NC	11	4	NC	37	24	NC	53	70	NC	NA	2
American Indian/Alaskan Native	--	16	3992	--	100	96	--	458	478	--	19	10	--	31	46	--	50	44	--	NA	0
White	NC	274	36380	NC	100	99	NC	496	511	NC	8	4	NC	35	30	NC	57	65	NC	0	1
Students with Disabilities	11	207	10664	100	100	94	390	419	440	55	32	23	45	52	54	NA	16	22	NA	0	1
Students without Disabilities	120	1225	68947	100	99	100	468	494	504	15	6	4	43	37	34	42	56	61	NA	0	1
Limited English Proficient Students	87	486	10362	97	96	97	455	461	438	21	16	22	47	47	57	32	36	21	NA	NA	NA
Migrant Students	NC	22	636	NC	100	96	NC	441	467	NC	32	14	NC	27	47	NC	41	38	NC	NA	0
Economically Disadvantaged	119	1078	37626	97	98	98	464	480	479	18	12	10	45	40	45	38	49	45	NA	0	0
Non-Economically Disadvantaged	12	354	41985	100	100	100	443	496	511	25	6	4	33	39	30	42	55	65	NA	NA	1

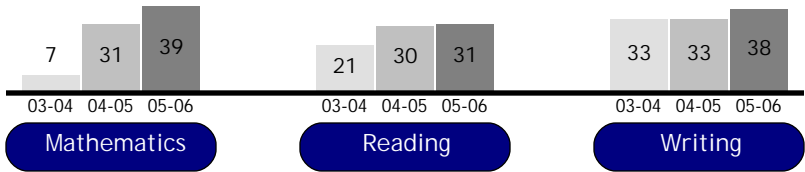
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	44	NA	58	99	36	34	47	100	30	28	46
	Language	100	32	34	50	99	47	36	47	100	48	32	48
	Mathematics	98	46	47	64	99	41	39	50	100	52	39	52
3	Reading	100	23	NA	55	100	24	32	44	96	22	27	46
	Language	100	30	42	61	100	26	32	44	96	24	28	46
	Mathematics	100	32	39	61	100	34	38	51	96	30	37	52
4	Reading	97	18	NA	56	100	25	36	48	96	24	34	52
	Language	97	21	32	52	100	27	37	49	96	20	35	52
	Mathematics	97	22	36	61	100	33	39	53	96	28	41	58
5	Reading	95	21	NA	55	100	29	37	50	100	28	37	56
	Language	95	22	31	49	100	28	36	50	100	24	35	54
	Mathematics	94	24	40	63	100	30	36	49	100	30	35	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



## School Site Council

## Council Composition

2 School Administrator(s)  
 1 Non-certified Employee(s)  
 48 Teacher(s)  
 2 Parent(s)  
 1 Community Member(s)  
 0 Student(s)

## Council Duties

ü Math Council  
 ü Reading Council  
 ü Writing Council  
 ü Community Council  
 ü ELL Council  
 ü School Improvement Council

## Staffing Information for School Year 2005-06

## Position

## Number

## Position

## Number

Administrator	2.00	Teacher	50.00
Other Professional Staff	1.00	Teacher Aide	8.00

## Years of Teaching Experience for School Year 2005-06

## Experience

## Bachelor's

## Master's

## Doctorate

## Other

3 or fewer years	15	2	0	0
4 to 6 years	9	1	0	0
7 to 9 years	5	1	0	0
10 or more years	4	10	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	79
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

## Special Facilities

ü Media Center	ü Adult Literacy Room
ü Computer Lab	ü Teacher Resource Centers Math & Reading

## Extracurricular Activities

ü Big Brothers/Big Sisters	ü Campfire Family Club
ü Girl Scouts Afterschool Program	ü Foster Grandparents Program
ü Strings/Band/Chorus	ü District Mariachi Band
ü 50 Plus Achievement Club	ü School Garden

## Social Services

ü Communities In School of Arizona	ü Youth ETC Prevention Specialist
ü Banner Health Nurse Practitioner	ü Back to School Clothing Drive (Uniforms)
ü Parenting Classes	ü Touchstone Student Counseling
ü Social Worker	ü Even Start Family Literacy Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü One of our teachers was selected as an AZCOTT (Arizona Classrooms of Tomorrow Today) participant making us a statewide demonstration site for the use of technology in the classroom. Visitors include instructors, teacher interns and college students.
- ü Smith School was one of five schools selected in the state of Arizona to serve as a pilot site for the Solutions Team through the Arizona Department of Education.
- ü Smith School has received an Elementary Achievement Profile of Maintaining or Performing for the past three school years.
- ü Smith School's second graders scored the highest in the Glendale Elementary School District on the Terra Nova in Language (46.3)

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	89	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have an established procedure for an emergency lock-down and evacuation of the school campus. All gates are locked. We conduct fire drills. We require student uniforms. We participate in the City of Glendale's Rapid Responder Program.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Rick Alvarez	(623) 842-8230
Transportation Policy	Erik Kissel	(623) 842-8180
Community Resources	Mara Roder	(623) 842-8230
School Nutrition Programs	Kim Shriro	(623) 842-8230
Parent Organization	San Juana Benitez	(623) 842-8230
Student Health/Nurse	Peggy Johnson	(623) 842-8230

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 962 Copies = \$374.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.